

★ Proofreading marks in this portfolio were written by SCAAT to help in the understanding of the conventions subdomain.

Annotated

# 2006 PORTFOLIO SCORING STUDY\*

## KENTUCKY WRITING PORTFOLIO

### Table of Contents

Grade 7

Student Signature Sheet Included and Signed

☒ Y

☐ N

(Circle One)

Fill In  
Number  
Selected

Category/Descriptor

Content area

Page

At least one piece  
must come from a  
content area other than  
English/language arts

1	<b>Reflective Writing (Include 1)</b>  <b>Title:</b> Letter to the Reviewer	English/language arts	1
1	<b>Personal Expressive or Literary Writing (Include 1)</b> Personal Narrative, Memoir, Personal Essay/ Story, Poem, Script  <b>Title:</b> Out of Air	Language Arts	4
1	<b>Transactive Writing (Include 1)</b> Various Real-World Forms  <b>Title:</b> The Powers of Soda	Health/P.E.	12
3	<b>Total (must equal 3)</b>		

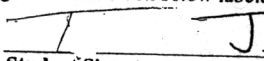
# STUDENT SIGNATURE SHEET

(Required in Each Portfolio)

Please read the Note to Students and Teachers below before signing the following statements.

## Required Verification Signature

The pieces in this portfolio are my own original work. I am the author of all the pieces in my portfolio. I may have talked about my work (conferenced) with my teacher, family, and friends, but I have made any changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise indicated by a teacher's signature in the box below labeled "IEP/504 Plan/Program Services Plan Adaptations").


  
Student Signature

IEP/504 Plan/Program Services Plan (LEP) Adaptations (requires teacher signature):

Teacher Signature: \_\_\_\_\_

## Optional Permission

I agree to allow my portfolio to be photocopied for use by others outside my school as an example of student work. I understand that my name, the names of my school and town, and any other identifying information I may have used in my writing will be removed before my portfolio is copied.

  
Student Signature (optional)

**Required Verification Signature:** It is required that the work contained in each portfolio is the original work of the student. Every portfolio must include the statement, signed by the student, that the work in the portfolio is his/her original work. This sheet must be placed in the portfolio. If the verification statement is not signed, the portfolio will receive a performance rating of Incomplete.

**Optional Permission:** The use of actual student portfolios is critical in teacher training and is essential for quality control checks during statewide rescoring activities. Students are requested, but not required, to give permission for this purpose and should sign the optional student signature above if they agree.

Please note that portfolios are included in any statewide rescoring activities even if neither statement is signed.

March 30, 2006

Dear Reviewer,

"If you would not be forgotten as soon as you are dead, either write things worth reading, or do things worth writing." This great quote by Benjamin Franklin fits my personality perfectly. *Quote supports literacy goal.* I want to do both. For example, I am always trying to break the world po-go stick bouncing record. I just like challenges. That's why I like writing. It's a challenge.

*literacy connections*

I write stories that I think I would enjoy reading. Stories with interesting titles, good leads, great description, and stories that make you want to keep reading. I try to write like Gary Paulsen and David Klass, two authors who write great books I love to read. I like their books because they keep your attention. They keep you on the edge of your seat. They also write about subjects I like. David Klass writes about sports and Gary Paulsen writes about adventure and survival.

*transitions*  
*from one paragraph to another*

In the stories I write, I try to write a catchy lead. A good lead is one that has suspense or explains. I try to make all of them different. In my folktale "Discovery," my lead says "Jim Jackson wasn't the sharpest tool in the shed. This didn't matter to his father, as long as he knew how to use the tools." To me this is a good lead because it paints a picture for you. The way I get my leads is to write two or three leads and have a friend read them. Whichever one he likes is usually the one I use. Leads are important to a story because you need to catch the reader's attention early. If a lead is not good then you may lose your reader right away.

*audience awareness*

*Strategy*

*Transition*  
I also try to use a lot of description so the reader can feel like they are in the story.

In my personal narrative, "Out of Air" I say "the clouds looked like a black hole" and "The rain felt like someone was pinching me from behind." Good description is important because it makes it easier for the reader to follow and picture the story.

Making revisions is a huge part of writing a portfolio. You may have to revise the story four or five times before you get what you want. To find our mistakes we get with mentors who help us find them and show us how to make our work better. We make revisions on every part of the story. For me I had to make revisions on punctuation mostly. In my personal narrative, "Out of Air" I had to work on sentences like "I sure hope you're right." I had to change this because it didn't have quotations or apostrophes.

Writing the body of the story is the hardest challenge for me. I find it very easy to start and finish a story. I think it is hard to keep a story exciting and interesting through the whole thing. Sometimes I put my readers to sleep at the climax when it is supposed to be most exciting. To fix the boring spots I read over my stories and circle the section that is boring. Then when we revise in class I fix it.

*Literacy Connection*  
The piece I am most proud of is my Folktale. I like it because it is an adventure just like the ones Gary Paulsen writes. It is a fun story to read and keeps you wanting to read. I also like the characters I created because they fit the time period well.

My favorite piece is definitely my personal narrative, "Out of Air" because it is a true story and was a crazy time in my life. It is a good story to read because you are on the edge of your seat wondering what is going to happen. It has lots of suspense.

*Growth  
as a  
writer*



In the quote from Benjamin Franklin in the beginning of the letter <sup>is</sup> says "write something worth reading" I hope that my portfolio has accomplished this. I have worked hard and spent a lot of time on this.

) Pulls the literacy connection in again

Audience awareness  
with satisfying  
conclusion

Sincerely,

7<sup>th</sup> grader

## Out of Air

title - sets up  
insightful purpose  
of lesson learned  
- main character  
and tire ran "out  
of air"

I was 10 years old with my head against the backseat window as my grandma

drove Clint and me to C <sup>audience</sup> so he could stay the weekend with us. Clint was my nine <sup>awareness</sup>

year old cousin whose eyes were staring at his Game Boy sitting next to me unwilling to

share. I wasn't looking forward to the weekend with Clint tagging along. I didn't know it

then, but that was the least of my worries. — *voice*

"shoot!" Grandma groaned.

"What?" I questioned.

"We have to go back to the house and get my cell phone. I forgot it."

Gosh! I thought. I really didn't want to waste any more time just to go get a stupid

phone.

"Do we have to?" I asked. "We don't want to be late. Mom has a meal ready for

us." I said not knowing. I only said it so we wouldn't have to turn around and go back.

skillfully applies  
characteristics of genre -  
characterization  
(main character knew  
what Grandma would  
come about.

"Well, Ok, I don't want the food to get cold," She answered. So we drove on down Interstate 75.

C. was only about a 30-minute drive from J. Grandma lived there. But when

*insight* you are 10 years old it seems like a lifetime. Grandma was humming to an oldies song on the radio. Clint had just beaten the 6<sup>th</sup> level on Super Mario; while I just sat there with

my head against the window watching the clouds get darker.

"Grandma, it looks like a storm is heading out way."

"The clouds do seem to be getting darker but I think the rain will hold off at least until we get to your house."

"I sure hope you're right," I replied in a worried tone.

*word choices* Ker-lump Ker-lump, came the noise from the car as it began rocking left to right.

"Whoa!" Grandma said as if talking to a wild horse. She calmly pulled the car over into the emergency lane. "Stay in the car," she directed.

"What do you think is wrong?" I asked Clint?

*demonstrates control of grammar*

*varied sentence structure*

"I don't know. This car is so old it probably just breaks down every once in a while. We'll be back on the road in no time." He was wrong.

"What's the problem?" I immediately questioned as Grandma re-entered the car.

"Don't worry, it's only a flat tire. I'll call Robert to come get us; it's no big deal." As

Grandma reached for her purse, I realized I had made a really big mistake. *reflection*

"Grandma, I don't think you have your phone. Remember, we didn't turn back to get it." Grandma looked up very calm and said <sup>^</sup>

"No problem, W <sup>is</sup> only two and a half miles up the road. We'll just walk." I had never been so mad at myself in my life. It was my fault. We were getting *reflection*  
ready to get out of our car and walk two and a half miles instead of just calling Robert to

come get us. If I hadn't been so impatient, we would have the cell phone and we could *- careful organization*  
call. *word choice & reflection*



Once we were all out of the car, I felt a rumble of  
thunder that shook the ground under my feet. I tilted my head  
back and took a look at the clouds. I had never seen a black

idea development

hole like the ones in outer space but I figured that it would look like this. These clouds

were so dark they looked angry. A little splash of rain hit me in the right cheek below my eye.

"We better get an umbrella," Grandma said, knowing that the rain was soon to

come. I walked to the front of the car and pulled the lever under the steering wheel and

the trunk popped open. As soon as I opened the trunk, the rain progressed from a small

drizzle to a stinging down pour. The wind began blowing so hard we could barely stand.

My hair slicked down in my face from the rain. My gray shorts turned to black, and my

blue shirt turned to purple from the rain. The lightning lit up the dark sky like a candle in

the dark room. Grandma picked up a large pink umbrella letting it open completely like

an arch. This did no good though because the wind blew so hard it almost blew out of

her hand. Grandma caught it with both hands, but then the wings of the umbrella blew

up to where it didn't block the rain but caught it like a teacup. In a frustrated manner,

Grandma sat the umbrella back in the trunk and closed the lid and we began to walk.

maintains  
focused  
purpose

descriptive  
language

rich language

literary device

Thorough  
support  
of ideas  
enhances  
purpose  
of piece.

word choice

Grandma walked in the middle of Clint and me as we snuggled up against her

trying to keep warm. Clint kept complaining he was tired and asking how much further. I

said nothing. All I could about was how this was mostly my fault and how lazy and

impatient I had been not to take five minutes to go back and get the cell phone. I had to

insight

lie and say that mom had made food not knowing at all. As we kept walking, the rain

began to hit harder. It felt like someone was standing behind me, pinching me all over. I

was now drenched and freezing from all the rain that was falling and from all the

relevant details  
throughout

puddles beside the road that all those big 18 wheelers had splashed on me so many

times.

About 20 feet ahead of me, I could hardly see the red blur that was a mini van

pulling over into the emergency lane through all the heavy rain. When the red van rolled

to a stop in front of us, they rolled the window halfway down trying to keep the still

descriptive  
language

steady down pour of rain out. A man who looked mid thirties with brown combed over

hair leaned across his wife and asked what our situation was. After Grandma explained

the flat tire and how we forgot our cell phone, the extremely generous man insisted that

word  
choice

maintains  
insightful purpose



he give us a ride, at least to a gas station to where someone could pick us up. When I

looked at my grandma, who was drenched, I could tell she was debating. The man

seemed friendly and nice but it is very hard to trust someone you've never met. But with

the storm picking up and the mile we still had to walk, she accepted the offer.

The man quickly unlocked his door, pulled his hood over his head, and ran out

into the rain. He slid the van door open. I was the first one to enter. Cautiously, I

stepped in to the van as a boy who looked a little older than me crammed into the

backseat with three other girls. Clint followed me and we sat together in the seat behind

the driver. Next, Grandma came and sat beside us, making a girl, who looked about

seven, shuffle in to the back seat. The man turned around from the front seat to make

sure everyone was situated and then turned on the engine and we were back on the

road. The seven-seater van was now filled with ten people, and it smelled like sun-

tanning lotion. When I looked around the van, while Grandma chatted with the man and

woman in the front, I noticed that they were all wearing bathing suits. By the way the

rain was still falling, I thought these people were crazy to go swimming anywhere near

*reflection/analysis*

*varied transition*

*word choice*

*word choice*

*Varied Sentences*

*analysis of situation*

*voice*

here. Apparently Grandma also noticed and asked where they could go swimming in this kind of weather. This brought a frown to all the faces of the kids in the back seats.

The man explained that they were on a little family trip to Kentucky Splash, the water park in W , but the terrible storm had caused the park to close for the day and

they had to leave. To them this was a bad thing, but to Grandma, Clint, and me this was very fortunate.

*reflection  
about the  
situation*

After driving for about 10 minutes, we pulled off on an exit ramp in W

We pulled in to a Shell gas station where Grandma went in to use the phone while Clint and I got a candy bar and a pop. When the man and his family were ready to take off they said goodbye and were getting ready to leave when Grandma interrupted his

sentence by saying "This is for you and your family for doing this great deed. I know that you did this from the bottom of your heart and for no reward. I owe you this." She held out a 100-dollar bill to the man.

"No Ma'am, I can not take this money because I am sure that you would do the same thing for my family if we were walking down the highway in a storm."

He objected and refused to take the money. We all said good-bye and thanked them.

After about 15 minutes of sitting on a bench next to the Shell station door eating my candy bar and drinking soda, Mom came rolling down the hill and into the parking

lot. Once we were in the car, Grandma did the one thing I didn't want her to do,

apologize. I'm sorry, Lori, the food you fixed is probably cold by now."

"I hate to disappoint you, Mom," she said, "but I don't have any food ready for you."

Grandma paused.

"I don't know why I thought you did, but it's no problem at all. I saw the look in her eye. She knew that I had lied about the food just to go but she didn't even look at me or

tell Mom. I loved her for that.

*connects to purpose - reflective thinking*

"Well, I'm sure you're all starved," Mom said "so I'll buy us all some pizza when we get home." That day I decided to try to be a lot more patient and not to tell a fib.

*analysis*

Going through this definitely changed how I looked at my grandma. She was much

*analysis* stronger and she did a great favor for not telling mom I lied.

*demonstrates control of grammar*

*insightful*

# The Powers of Soda

Uses characteristics of the genre with heading, subheadings, pictures, statistics, columns.

## Sodas Are Harmful



The average American consumes 56 gallons of soda pop every year. One can of soda has about 10 teaspoons of sugar, 150 calories, 30 to 50 mg of caffeine and

has many other artificial flavorings. If you drink one pop a day you are adding 54,750 calories per year to your body. In the past 10 years the soft drink consumption among children has almost doubled in the United States. Many schools are beginning to replace soda and snack machines with juice and healthier snacks. This is one of the ways people are trying to begin a healthier future for the children.

Facts and statistics support ideas.

## Obesity

Soda is one of the main reasons, nutritionally speaking, why many people suffer health problems. The high sugar quantity and the large amount of carbohydrates can easily make people gain weight. Aside from the negative effects of the soda itself, drinking a lot of soda is likely to leave you with little appetite for vegetables, protein and other food that your body needs. Michael F. Jacobson, executive director of CSPI (Center for Science in Public Interest) says that teens are drowning themselves in soda. He has proven that soda is providing them with 15%

Word choice

Word choice

Supporting details

to 20% of all their calories and squeezing out more nutritious foods and beverages.

## Dental Care

Steady consumption of pop will eventually lead to teeth decay. The bacteria in your mouth combine with the sugar in the pop and acid. This acid combined with the acid from your pop forms and acid attack on your teeth. Each acid attack lasts at least 20 minutes and starts over with every sip of soda you drink. This acid will weaken the tooth enamel where all cavities begin. Children now are drinking twice as much soda as milk than they did 20 years ago. This is terrible because milk can actually help make your teeth stronger and not form acid and cavities.



Acceptable word choice using content vocabulary.

## The Prices

Americans will pay any price to get their precious soda. In fact all together they are spending \$54 billion dollars a year on it. That is twice as much as they spend on books. The soda companies are also spending money of their own. Coca-cola has spent over \$6 million dollars in the past decade on advertisement. They are also paying the Boys and Girls Clubs of America \$60 million to make its

Pronoun agreement problem.

company's products the only brand sold in more than 2,000 clubs.

## Reduce Your Consumption

Before your get out your next pop you need to stop and think of all the terrible things that soda can do to you and your body. Try drinking more water or milk. Water is so good for you because it has zero carbohydrates, zero sugar, zero caffeine, and zero calories. I hope I have been able to convince you to limit yourself on how much soda you consume. Just remember how unhealthy and teeth rotting it can be. So make the right decision and reduce your consumption!

### Sources:

[http://www.mercola.com/2003/jul/9/soda\\_dangers.htm](http://www.mercola.com/2003/jul/9/soda_dangers.htm)

<http://www.newstarget.com/004416.html>

More information (title)  
would be helpful